SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES (SLADS) – BAGAMOYO

A RESEARCH REPORT ON:

AN ASSESSMENT OF STRATEGIES FOR EFFECTIVE INFORMATION ACCESS AND THEIR INFLUENCE ON USER SATISFACTION AT THE AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT (ADEM) COLLEGE LIBRARY.

BY:

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A Research Report Submitted to the School of Library, Archives and Documentation Studies as a Partial Fulfillment for the Award of Ordinary Diploma in Library and Information Management

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CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. A Research Report entitled "***An Assessment of Strategies for Effective Information Access and Their Influence on User Satisfaction".*** A case study at Agency for the Development of Educational Management (ADEM) college Library in Fulfillment of the Requirements for award of Ordinary Diploma in Library and Information Management.

Signature _____

(Supervisor)

Date_____

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I, **Sadah H. Mbegani** declare that this research report is my own original work and that it has not been presented and was not be presented to any other college for a similar or any diploma award.

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Date_____

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DEDICATION

I dedicate this research report to my family and who encouragement and enthusiasm during this period while providing all necessary support to my studies.

I also dedicate this work to all students and staff of the Agency for the Development of Educational Management (ADEM) whose efforts in promoting quality education management contribute greatly to the development of the education sector in Tanzania.

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LIST OF ABBREVIATIONS

ADEM	Agency for the Development of Educational Management
ICT	Information Communication Technology
IFLA	International Federation of Library Associations and Institutions
ISO	International Organization Standard
IT	Information Technology
OPAC	Online Public Access Catalogue
SPSS	Statistical Package for Social Sciences
SLADS	School of Library Archives and Documentation Studies
SLADSSO	School of Library, Archives and Documentation Studies Students Organization
URT	United Republic of Tanzania

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ABSTRACT

The purpose of this study was to assess the strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library. The study was guided by four specific objectives: to identify information access strategies used at the ADEM College Library, to examine the level of user satisfaction with library services, to determine challenges affecting effective information access, and to evaluate the relationship between information access strategies and user satisfaction.

The study adopted a case study research design and was conducted at the Agency for the Development of Educational Management (ADEM) College Library. A descriptive research approach was used to obtain detailed information regarding existing information access strategies and users' satisfaction with library services. The study involved a total population of 50 individuals, from which a sample size of 25 respondents was selected, including library users and individuals involved in library services. Simple random sampling and purposive sampling techniques were employed to select participants. Data were collected through questionnaires, interviews, and observation.

The collected data were analyzed using both quantitative and qualitative approaches. Quantitative data were analyzed using frequencies and percentages and presented through tables and figures, while qualitative data were analyzed thematically and presented in narrative form.

The findings revealed that users mainly relied on internet resources and electronic databases for accessing information. The study also found that although most users were satisfied with the availability of library materials, challenges such as slow internet connection, limited ICT facilities, and inadequate knowledge of using library systems affected effective information access. The study concluded that improving ICT infrastructure, strengthening user training programs.

The study recommends that ADEM College Library should improve technological facilities, provide regular information literacy training, promote awareness of available resources, and strengthen user support services. The findings provide useful insights for improving information access strategies and enhancing the quality of library services at ADEM College .

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TABLE OF CONTENTS

CERTIFICATION i
DECLARATION AND COPYRIGHT ii
ACKNOWLEDGEMENT iii
DEDICATION iv
LIST OF ABBREVIATIONS v
ABSTRACT vi
LIST OF TABLE vii
LIST OF FIGURES xi
CHAPTER ONE 1
INTRODUCTION AND BACKGROUND OF THE STUDY 1
1.0 Introduction 1
1.1 Background of the Study 1
1.2 Statement of the Problem 2
1.3 Objectives of the Study. 4
1.5 Significance of the Study 4
1.6 Scope of the Study 5
1.7 Limitations of the Study 5
1.8 Definition of Key Terms 5
CHAPTER TWO 7
LITERATURE REVIEW 7
2.0 Introduction 7
2.1 Theoretical and Conceptual Framework 7
2.1.2 Theoretical Framework 7
2.2.3 Conceptual Framework 8
2.3 Review of Related Literature 9
2.3.1 Importance of Information Access in Academic Libraries 9
2.3.2 ICT and Library Systems in Information Access 9
2.3.3 Accessibility and Retrieval of Information 10
2.3.4 User Satisfaction in Academic Libraries 10
2.3.5 Challenges Affecting Information Access 10
2.3.6 Review of Empirical Studies 13

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2.4 Research Gap 14
CHAPTER THREE 15
RESEARCH METHODOLOGY 15
3.1 Research Design 15
3.2 Study Area 15
3.3 Target Population 16
3.4 Sample Size 16
3.5 Sampling Techniques 16
3.6 Data Collection Methods and Instruments 17
Questionnaire 17
Interviews 17
Observation 18
3.7 Validity and Reliability of Research Instruments 18
3.8 Data Analysis 18
Quantitative Data Analysis 18
Qualitative Data Analysis 19
3.9 Ethical Considerations 19
CHAPTER FOUR 20
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS 20
4.1 Response Rate 20
4.2 Demographic Information of Respondents 21
4.2.1 Gender of Respondents 21
4.2.2 Distribution of Respondents by Age 22
4.2.3 Education Level of Respondents 24
4.3 Frequency of Use of Library Resources 25
4.4 Most Used Library Resources 27
4.5 Tools Used to Locate Information Resources 29
4.6 Availability of Library Orientation and Training 30
4.7 Users' Satisfaction with Library Services 32
4.7.1 Users' Satisfaction with Availability of Library Materials 33
4.7.2 Users' Satisfaction with Assistance Provided by Library Staff 34
4.7.3 Users' Satisfaction with Availability of Computers and ICT Facilities 35

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4.8 Challenges Faced When Accessing Information Resources 36
4.9 Frequency of Challenges Affecting Information Access 38
CHAPTER FIVE 41
SUMMARY, CONCLUSION AND RECOMMENDATIONS 41
5.0 Introduction 41
5.1 Summary of Findings 41
5.2 Conclusion 43
5.3 Recommendations 44
5.4 Suggestions for Further Research 45
RESEARCH QUESTIONNAIRE 48
INTERVIEW GUIDE 51
APPENDIX I 52
REAEARCH WORK PLAN/ SCHEDULE TIME FRAME 52
APPENDIX II 53
BUDGET 53

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LIST OF TABLE

Table 4.7: User satisfaction (N = 25) .....**Error! Bookmark not defined.**

Table 4.8: Challenges Facing Students in Accessing Library Services (N = 25) ..... **Error! Bookmark not defined.**

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LIST OF FIGURES

Figure 4.1: Gender of Respondent (N=25) 22
Figure 4.2 Age of Respondents(N=25) 23
Figure 4.3: Education Level for respondents (N=25) 24

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter provides an overview of the study, including the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, and definition of key terms. The study assessed strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library, located in Bagamoyo District, Tanzania.

1.1 Background of the Study

Information access refers to the ability of users to locate, retrieve, evaluate, and use information resources effectively (Case & Given, 2016). User satisfaction is achieved when library services meet or exceed users' expectations and information needs (Parasuraman, Zeithaml, & Berry, 1988). Studies indicate that access tools such as digital catalogues, electronic databases, institutional repositories, and well-trained library staff contribute significantly to positive user experiences and improved academic performance (Lwehabura & Stilwell, 2008; Ternopil, 2012).

Globally, academic libraries have transformed significantly due to technological advancements in information and communication technologies. According to the International Federation of Library Associations and Institutions, modern academic libraries must ensure equitable, timely, and reliable access to information resources in both print and electronic formats to support teaching, learning, and research (IFLA, 2015). Effective access systems enhance academic excellence and research productivity by enabling users to retrieve relevant information efficiently (Ternopil, 2012).

In Tanzania, higher learning institutions operate under quality assurance standards set by the Tanzania Commission for Universities, which emphasize the importance of well-equipped academic libraries with adequate collections, ICT facilities, and qualified personnel (TCU, 2019).

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These standards require libraries to provide sufficient information resources and user support services to ensure effective access.

The Agency for the Development of Educational Management (ADEM) was established by the Government of Tanzania to provide professional training in educational leadership, management, and administration. ADEM plays a critical role in developing competent educational managers, heads of schools, and education officers across the country. Over the years, ADEM has expanded its academic programmes to include diploma and other professional courses aimed at strengthening education management and institutional governance in Tanzania.

The Agency for the Development of Educational Management university Library supports these academic programmes by providing textbooks, reference materials, policy documents, research materials, journals, and electronic resources. The library serves students, lecturers, and administrative staff, thereby contributing to academic and professional development.

Despite the availability of these resources, informal observations suggest that some users face challenges in accessing electronic databases, navigating the Online Public Access Catalogue (OPAC), and retrieving relevant academic materials efficiently. Similar challenges have been reported in other Tanzanian academic libraries, where limited digital literacy and low awareness of available resources have affected utilization rates (Lwehabura & Stilwell, 2008; Ocholla & Le Roux, 2011). Some students rely more on informal internet sources instead of library databases, which may affect the quality and credibility of academic work.

Although several studies have examined user satisfaction in academic libraries in Tanzania, few have focused specifically on how information access strategies influence satisfaction within the context of the Agency for the Development of Educational Management (ADEM). This gap justifies the need for the present study.

1.2 Statement of the Problem

Academic libraries are established to provide reliable, timely, and relevant information services that support teaching, learning, and research activities. In the digital era, the effectiveness of a library is determined not only by the availability of information resources but also by the efficiency

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of systems that facilitate access to those resources. When users experience difficulties in locating and retrieving materials, satisfaction levels decline, and library utilization decreases.

In many developing countries, academic libraries continue to face challenges related to effective information access. Problems such as limited awareness of available resources, inadequate user education, insufficient ICT infrastructure, unstable internet connectivity, and limited digital literacy skills have been widely reported (Ocholla & Le Roux, 2011). These challenges often result in underutilization of electronic resources and reduced user satisfaction.

The Agency for the Development of Educational Management (ADEM)college Library is mandated to support academic and professional training programmes by providing quality information services. The library has implemented several strategies, including printed collections, electronic catalogues, reference services, and user orientation programmes. However, the existence of these services does not automatically guarantee effective access or high levels of user satisfaction.

Preliminary observations indicate that some students and lecturers at ADEM experience difficulties in retrieving electronic resources, navigating the Online Public Access Catalogue (OPAC), and identifying relevant materials for academic assignments and research activities. In some cases, users rely heavily on open internet sources rather than utilizing subscribed academic databases, which may compromise the quality of academic outputs.

Furthermore, there is limited empirical evidence assessing whether the current information access strategies at the Agency for the Development of Educational Management (ADEM) college Library effectively meet users' expectations. Without systematic evaluation, it becomes difficult for library management to identify service gaps, measure user satisfaction levels, and implement data-driven improvements. If these challenges remain unexamined, the library may continue to experience low resource utilization, inconsistent user satisfaction, and reduced contribution to academic excellence. Therefore, this study seeks to assess strategies for effective information access and examine their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) college Library.

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1.3 Objectives of the Study.

1.3.1 General Objective

The general objective of this study was to assess strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library.

1.3.2 Specific Objectives

i. To identify information access strategies used at the Agency for the Development of Educational Management (ADEM) college Library.
ii. To examine the level of user satisfaction with library services.
iii. To determine challenges affecting effective information access.
iv. To evaluate the relationship between information access strategies and user satisfaction.

1.4 Research Questions

1. What information access strategies are used at the Agency for the Development of Educational Management (ADEM) college Library?
2. What is the level of user satisfaction with library services?
3. What challenges affect effective information access?
4. How do information access strategies influence user satisfaction?

1.5 Significance of the Study

This study was significant to various stakeholders in different ways. The findings provided the Agency for the Development of Educational Management (ADEM) College Library management with empirical information for improving information access strategies and enhancing service delivery. The study assisted ADEM administration in planning for ICT investments, improving library policies, and developing strategies aimed at increasing user satisfaction.

Students and lecturers benefited from improved understanding of available library services and information access methods, which may contribute to better utilization of academic resources. Furthermore, the study contributed to existing knowledge and literature in the field of Library and Information Studies and may serve as a reference for future researchers interested in information access strategies and user satisfaction in academic libraries.

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1.6 Scope of the Study

The study focused on information access strategies and user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library. The study involved library users, including students, lecturers, and library personnel who were directly involved in accessing or providing library services. It covered both printed and electronic information resources available at the library. The study was limited to ADEM College Library and did not include other colleges or institutions.

1.7 Limitations of the Study

The study encountered some limitations, including time constraints, financial limitations, and possible reluctance of some respondents to provide complete information. These limitations could have affected the data collection process and the overall scope of the study. However, the researcher minimized these challenges through proper planning, the use of appropriate sampling techniques, and assuring respondents of confidentiality and the academic purpose of the study. These measures helped to ensure that reliable and relevant information was collected.

1.8 Definition of Key Terms

Information Access:

The ability of users to identify, locate, retrieve, and use relevant information resources effectively (Case & Given, 2016). In this study information access refers or focuses on how users at the agency for the development of educational management college library are able to find and use library resources such as books, journals and electronic, materials.

User Satisfaction:

The extent to which library services meet or exceed users' expectations (Tenopir, 2012). In this study user satisfaction will be assessed by examining users' opinions regarding library services at ADEM college library including availability of resources, staff support, and ease of accessing information. This will help determine whether existing services meet

Information Access Strategies:

Refers to the methods and systems used by libraries to facilitate easy access to information resources such as OPAC, electronic databases, ICT facilities, and user education programmes

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(Rowley,2011) In this study user satisfaction refers to the availability of ICT facilities, use of OPAC, user orientation programmes and assistance provided by librarians.

Academic Library

A library within a higher learning institution that supports teaching, learning, and research activities. (IFLA, 2015) In this study user satisfaction refers in providing learning resources to students and lectures where by will examine

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to information access strategies and user satisfaction in academic libraries. The chapter is organized into four main sections. The first section presents the theoretical and conceptual framework

Is guiding the study. The second section reviews related literature organized by themes, including concepts of information access, ICT and library systems, accessibility and retrieval, user satisfaction, and challenges affecting effective information access. The third section reviews previous empirical studies from international and Tanzanian contexts. The chapter ends with a summary of key findings and identification of the research gap that justifies the present study at the Agency for the Development of Educational Management (ADEM) College Library.

2.1 Theoretical and Conceptual Framework

2.1.2 Theoretical Framework

This study is guided by two theoretical perspectives: Information Behavior Theory and the SERVQUAL Model. These theories provide a comprehensive foundation for understanding how users interact with information systems and how service quality influences user satisfaction and system effectiveness

Information Behavior Theory:

Information Behavior Theory explains how individuals identify their information needs, seek information, evaluate sources, and use information (Case & Given, 2016). The theory emphasizes that information access is influenced by users' skills, awareness, and the availability of retrieval systems. According to Wilson's model of information behaviour, users experience an information

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need, then engage in information-seeking behaviour influenced by environmental, personal, and system-related factors. In the context of ADEM College Library, the theory is relevant because it helps explain how students and lecturers search for information using OPAC, electronic databases, and other access tools.

This theory supports the study objective of examining how information access strategies influence user satisfaction. If access systems are efficient and user-friendly, they facilitate positive information-seeking experiences, which increase satisfaction.

SERVQUAL Model

The SERVQUAL model was developed by Parasuraman, Zeithaml, and Berry (1988) to measure service quality based on five dimensions: tangibility, reliability, responsiveness, assurance, and empathy. In academic libraries, user satisfaction depends on the quality of services provided, including ICT facilities, staff support, accessibility of resources, and reliability of systems (Parasuraman et al., 1988). The SERVQUAL model is relevant to this study because it links service quality dimensions to user expectations and satisfaction levels.

At the Agency for the Development of Educational Management (ADEM) College Library, factors such as the availability of computers, responsiveness of library staff, reliability of OPAC systems, and internet connectivity directly influence user perceptions and satisfaction.

2.2.3 Conceptual Framework

The conceptual framework of this study shows the relationship between information access strategies (independent variable) and user satisfaction (dependent variable).

The framework proposes that effective information access strategies such as digital catalogues (OPAC), electronic databases, ICT infrastructure, and user education programmes improve the ease and speed of retrieving information. When users are able to locate and retrieve relevant materials efficiently, their level of satisfaction increases.

However, if access systems are inadequate or difficult to use, users may experience frustration, which negatively affects satisfaction. This framework aligns with the study objectives and problem

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statement by examining how access strategies influence user satisfaction at ADEM College Library

2.3 Review of Related Literature

2.3.1 Importance of Information Access in Academic Libraries

Academic libraries are established to support teaching, learning, and research activities by providing access to reliable information resources. The International Federation of Library Associations and Institutions emphasizes that equitable and timely access to information is a fundamental role of academic libraries (IFLA, 2015).

Information access involves identifying, locating, retrieving, evaluating, and using information resources effectively (Case & Given, 2016). In the digital era, access goes beyond physical collections to include electronic databases, digital repositories, and online catalogues.

Ternopil (2012) argues that the value of academic libraries is increasingly measured by how easily users can access information rather than by the size of the collection. Therefore, effective access strategies are critical for enhancing academic productivity and research quality.

2.3.2 ICT and Library Systems in Information Access

The integration of ICT in academic libraries has transformed information storage and retrieval processes. Tools such as Online Public Access Catalogues (OPAC), electronic databases, institutional repositories, and library management systems enhance efficiency and convenience.

Studies show that digital catalogues reduce search time and improve accuracy in locating materials (Rowley, 2011). Electronic databases provide access to peer-reviewed journals and scholarly publications, improving the quality of academic work.

In Tanzania, the Tanzania Commission for Universities requires higher learning institutions to maintain adequate ICT facilities and electronic resources (TCU, 2019). However, limited infrastructure and unstable internet connectivity remain major challenges.

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2.3.3 Accessibility and Retrieval of Information

Accessibility refers to the ease with which users can obtain needed information. According to Case and Given (2016), accessibility is influenced by system design, user skills, and availability of support services.

Lwehabura and Stilwell (2008) found that although Tanzanian university libraries subscribed to electronic resources, utilization remained low due to limited awareness and information literacy skills. This indicates that availability alone does not guarantee effective access.

Similarly, Ocholla and Le Roux (2011) argue that inadequate user training and poor system usability hinder effective information retrieval in African academic libraries.

These findings are relevant to ADEM College Library, where users may face challenges navigating OPAC and electronic databases.

2.3.4 User Satisfaction in Academic Libraries

User satisfaction is a key performance indicator in academic libraries. According to Parasuraman et al. (1988), satisfaction occurs when perceived service quality meets or exceeds expectations.

Research shows that factors such as accessibility of resources, staff support, availability of computers, and reliability of systems influence satisfaction (Tenopir, 2012). When users encounter technical difficulties or limited access, satisfaction declines.

In Tanzanian universities, studies report moderate levels of user satisfaction, with challenges linked to ICT limitations and insufficient training (Lwehabura & Stilwell, 2008).

However, most of these studies focus on general service quality rather than specifically examining the relationship between information access strategies and satisfaction.

2.3.5 Challenges Affecting Information Access

Academic libraries in developing countries continue to face several challenges that limit effective access to information resources. These challenges reduce the ability of users to retrieve and utilize available library materials efficiently. Scholars have identified several factors that hinder effective information access, including inadequate ICT infrastructure, unstable internet connectivity, limited

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funding for electronic resources, low digital literacy among users, and insufficient training programmes (Ocholla & Le Roux, 2011; Lwehabura & Stilwell, 2008).

Inadequate ICT Infrastructure

One of the major challenges affecting information access in academic libraries is inadequate Information and Communication Technology (ICT) infrastructure. Modern academic libraries depend heavily on ICT facilities such as computers, servers, library management systems, and digital catalogues to support information retrieval. However, many libraries in developing countries lack sufficient computers, reliable servers, and updated software systems needed to support electronic information access (Rowley, 2011).

When ICT infrastructure is limited, users may experience delays when searching for information, and access to electronic databases becomes difficult. In some cases, libraries may have only a few computers available for a large number of users, which creates congestion and limits effective utilization of digital resources. According to Case and Given (2016), the availability of adequate ICT facilities is essential for efficient information retrieval and improved user experience in modern academic libraries.

Unstable Internet Connectivity

Another significant challenge affecting information access is unstable internet connectivity. Many electronic library services such as online databases, digital journals, institutional repositories, and OPAC systems depend on reliable internet access. When internet connectivity is slow or unstable, users may experience interruptions while searching for information or downloading academic materials.

Studies conducted in African academic libraries indicate that poor internet connectivity significantly reduces the use of electronic resources and online databases (Lwehabura & Stilwell, 2008). When students encounter difficulties accessing online resources, they may become discouraged and resort to alternative sources such as general internet searches that may not provide reliable academic information.

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Reliable internet connectivity is therefore essential for ensuring efficient access to digital library resources and improving user satisfaction.

Limited Funding for Electronic Subscriptions

Limited financial resources represent another major challenge for academic libraries. Electronic databases, online journals, and digital library systems require subscription fees and continuous financial investment. However, many institutions in developing countries face budget constraints that limit their ability to subscribe to a wide range of electronic resources.

According to Tenopir (2012), adequate funding is necessary for maintaining up-to-date collections and electronic subscriptions that support research and learning activities. When funding is insufficient, libraries may subscribe to only a few databases, which limits the variety of information resources available to users.

As a result, students and researchers may not have access to important scholarly publications, which may negatively affect the quality of academic work.

Low Digital Literacy Among Users

Digital literacy refers to the ability of users to effectively use digital technologies to locate, evaluate, and utilize information. In many academic institutions, some students and staff members lack sufficient digital skills needed to navigate electronic catalogues, databases, and other online resources.

According to Case and Given (2016), users who lack digital literacy skills often struggle to identify appropriate search strategies or evaluate the credibility of online information sources. Lwehabura and Stilwell (2008) also found that limited information literacy skills among university students in Tanzania contributed to the underutilization of available electronic resources.

When users do not have the necessary skills to search for information effectively, they may rely on easily accessible but unreliable internet sources instead of using academic databases provided by the library.

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Insufficient User Training Programs

User education and training programmes play an important role in helping library users understand how to access and utilize available information resources. These programmes typically include library orientation sessions, information literacy training, and demonstrations on how to use electronic databases and catalogues.

However, in many academic libraries, user training programmes are either insufficient or irregular. When students are not adequately trained on how to use library systems, they may experience difficulties locating relevant materials or using electronic resources effectively (Ocholla & Le Roux, 2011).

Regular training programmes are therefore essential for improving users' information literacy skills and increasing the utilization of library resources. Libraries that invest in continuous user education are more likely to achieve higher levels of user satisfaction and effective information access. Ocholla and Le Roux (2011) highlight that these challenges reduce effective utilization of library resources. Even when electronic resources are available, lack of awareness limits their impact.

Such challenges also affect Agency for The Development of Educational Management (ADEM) College Library, but there is limited empirical evidence specifically examining this institution.

2.3.6 Review of Empirical Studies

Internationally, studies indicate a strong relationship between access systems and user satisfaction (Tenopir, 2012). In developed countries, advanced ICT infrastructure improves resource utilization and satisfaction levels.

In East Africa, research shows that many academic libraries struggle with effective implementation of electronic access systems (Lwehabura & Stilwell, 2008).

Although these studies provide valuable insights, they differ in context, methodology, and institutional environment. Most studies focus on universities rather than specialized institutions like ADEM.

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2.4 Research Gap

The reviewed literature shows that effective information access strategies are essential for improving user satisfaction in academic libraries. ICT tools such as OPAC, electronic databases, and user education programmes enhance retrieval efficiency and academic productivity.

However, previous studies in Tanzania mainly focus on general service quality and information literacy challenges in universities. Few studies have specifically examined how information access strategies influence user satisfaction within specialized institutions such as the Agency for the Development of Educational Management (ADEM).

Moreover, there is limited documented empirical evidence assessing the effectiveness of information access strategies at ADEM College Library. Therefore, this study seeks to fill this gap by evaluating the relationship between information access strategies and user satisfaction at ADEM College Library.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a descriptive case study research design. A descriptive research design is used to describe characteristics of a particular phenomenon and examine relationships between variables without manipulating them. According to Creswell (2014), descriptive research design enables a researcher to collect information that describes existing conditions and relationships among variables.

The case study approach focused specifically on the Agency for the Development of Educational Management (ADEM) College Library. This design was appropriate because it allowed the researcher to obtain detailed information about information access strategies and how they influenced user satisfaction within a specific institutional context. The design was suitable for this study because it enabled the collection of data from library users and individuals involved in library services in order to assess existing practices, identify challenges affecting information access, and evaluate user satisfaction with library services.

3.2 Study Area

The study was conducted at the Agency for the Development of Educational Management (ADEM) College Library located in Bagamoyo, Pwani Region, Tanzania. The ADEM College Library supports academic and professional training programmes offered by the institution, particularly in the areas of educational leadership, management, and administration. The library provides various information resources including textbooks, reference materials, research publications, government policy documents, and electronic resources.

The study area was selected because the library plays an important role in supporting academic activities at ADEM College. Furthermore, preliminary observations indicated that some users experienced challenges in accessing electronic resources and retrieving required information effectively. Therefore, the institution provided an appropriate environment for examining strategies for effective information access and their influence on user satisfaction.

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3.3 Target Population

Target population refers to the entire group of individuals, objects, or events that a researcher is interested in studying and from which conclusions are drawn (Creswell, 2012). The target population of this study consisted of 50 respondents, including forty (40) diploma students who used the library for academic purposes, six (6) lecturers who utilized library resources for teaching and research activities, and four (4) library staff responsible for managing library services. These groups were selected because they were directly involved in accessing, providing, and managing information resources and services at the ADEM College Library. Their participation enabled the researcher to obtain relevant information regarding information access strategies and user satisfaction.

3.4 Sample Size

Sample size refers to the specific number of individuals, observations, or data points included in a study. According to Kumar et al. (2013), a sample represents a subset of the target population from which data are collected for analysis.

From the total population of 50 individuals, the study selected a sample size of 25 respondents. The sample consisted of 15 students, 5 lecturers, and 5 library staff. The selected respondents were considered appropriate because they were directly involved in accessing, using, and managing library information resources and services.

3.5 Sampling Techniques

The study employed two sampling techniques, namely simple random sampling and purposive sampling.

Simple random sampling refers to a probability sampling technique where every individual in the target population has an equal chance of being selected (Cochran, 1977). This technique was used to select students from the student population. Each student had an equal opportunity of being selected to participate in the study. The technique helped to reduce selection bias and ensured fairness during the selection process.

Purposive sampling refers to a non-probability sampling technique where the researcher deliberately selects participants based on specific characteristics, knowledge, or experience

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relevant to the study (Patton, 2014). This technique was used to select lecturers and library staff because they possessed relevant knowledge and experience regarding library services, information access strategies, and user support activities.

The combination of these sampling techniques enabled the study to obtain reliable and relevant information from participants who were directly involved in the use and management of library services at ADEM College Library.

3.6 Data Collection Methods and Instruments

Data collection methods refer to the systematic process of gathering information from the selected respondents in order to answer research questions (Creswell, 2014). The study used primary data collection methods to obtain information from respondents. The methods used included questionnaires, interviews, and observation.

Questionnaire

A questionnaire refers to a series of questions or items designed to collect information from respondents regarding their knowledge, opinions, attitudes, or behaviours (Creswell, 2012). Questionnaires were administered to students who used the library services. The questionnaire consisted of both closed-ended and open-ended questions. Closed-ended questions enabled respondents to select answers from predetermined options, while open-ended questions provided an opportunity for respondents to express their opinions and experiences.

The questionnaire contained sections covering information access strategies used in the library, users' experiences when accessing library resources, level of satisfaction with library services, and challenges encountered when searching for information.

Interviews

Interviews refer to a conversation between a researcher (interviewer) and a participant (interviewee) conducted to obtain in-depth information, feelings, and experiences (Adhabi & Anozie, 2017). Interviews were conducted with lecturers and library staff. The interview method enabled the researcher to obtain detailed information regarding the effectiveness of information access strategies and challenges affecting library services. An interview guide was used to ensure consistency and uniformity in the questions asked during the interview process.

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Observation

Observation refers to a method where a researcher systematically watches and records behaviours, interactions, or phenomena within their natural environment (Gorman & Clayton, 2005). Observation was used to examine the availability of ICT facilities, organization of library materials, and how users interacted with library systems such as catalogues and computers. The observation method helped the researcher verify and supplement information obtained through questionnaires and interviews.

3.7 Validity and Reliability of Research Instruments

Validity refers to the degree to which a research instrument accurately measures what it is intended to measure, while reliability refers to the consistency, stability, and repeatability of a research instrument's results over time and across different contexts (Ahmed & Ishtiaq, 2021).

To ensure validity, the research instruments were reviewed by the research supervisor before data collection. This process helped to ensure that the questions were clear, relevant, and properly aligned with the study objectives.

To ensure reliability, the questionnaire was pre-tested with a small group of respondents who were not included in the final sample. The pre-testing process helped to identify unclear or ambiguous questions, which were revised before the actual data collection process. This helped to improve the accuracy and consistency of the information collected during the study.

3.8 Data Analysis

Data analysis refers to the systematic process of cleaning, organizing, transforming, and interpreting data in order to discover useful information, draw conclusions, and support decision-making (LeCompte & Schensul, 1999). The study employed both quantitative and qualitative data analysis methods.

Quantitative Data Analysis

Quantitative data analysis refers to the process of using mathematical and statistical techniques to describe data and examine relationships between variables (Field, 2013). Quantitative data collected through questionnaires were analyzed using frequencies and percentages. The findings

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were presented using tables and charts to simplify interpretation and understanding. Data analysis was conducted using Microsoft Excel.

Qualitative Data Analysis

Qualitative data analysis refers to the process of interpreting and making sense of non-numerical data such as interview responses, observations, and open-ended questionnaire responses (Braun & Clarke, 2006). Qualitative data obtained from interviews and open-ended questions were analyzed using thematic analysis. The researcher organized responses into categories and themes based on the study objectives. The findings were then presented in narrative form to provide a deeper understanding of issues related to information access strategies, challenges, and user satisfaction.

3.9 Ethical Considerations

Ethical principles were strictly observed throughout the research process. First, permission to conduct the study was obtained from the administration of the Agency for the Development of Educational Management (ADEM) College. Second, respondents were informed about the purpose of the study before participating. Participation in the study was voluntary, and respondents were given the right to withdraw from the study at any time without any negative consequences.

Third, the researcher ensured confidentiality and anonymity of respondents throughout the study. Personal identities of participants were not disclosed in the research report. Finally, all collected data were used strictly for academic purposes and were stored responsibly to prevent unauthorized access. These ethical measures helped to ensure that the study was conducted in a responsible and professional manner.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyzes, and discusses the findings of the study on the assessment of strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College. The findings are organized according to the specific objectives of the study. Data collected through questionnaires and interviews were analyzed using frequencies and percentages with the aid of Microsoft Excel. The results are presented in tables, frequencies, and percentages to facilitate interpretation and discussion.

4.1 Response Rate

The study distributed 25 questionnaires to library users at the Agency for the Development of Educational Management (ADEM) College. Out of the 25 questionnaires distributed, all 25 questionnaires were successfully completed and returned, representing a response rate of 100%. This high response rate demonstrates the willingness and cooperation of the respondents to participate in the study. According to Babbie (2007), a response rate above 50% is considered acceptable, above 60% is good, and above 70% is regarded as excellent for analysis and reporting purposes. Therefore, the 100% response rate achieved in this study was excellent and sufficient for data analysis, interpretation, and drawing valid conclusions.

The findings indicate that all selected respondents participated fully in the study by completing and returning the questionnaires. Such a high response rate enhances the reliability and validity of the study because the data collected are more likely to accurately reflect the perceptions and experiences of ADEM College users regarding the strategies employed to facilitate effective information access and their influence on user satisfaction. Consequently, the findings provide a credible basis for assessing the effectiveness of information access strategies implemented by the library.

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4.2 Demographic Information of Respondents

Demographic information refers to the characteristics of respondents that describe their personal and social backgrounds, such as age, gender, educational level, occupation, and other relevant attributes. According to Creswell (2014), demographic information helps researchers understand the background of participants and determine whether they are appropriate for providing reliable information relevant to the study.

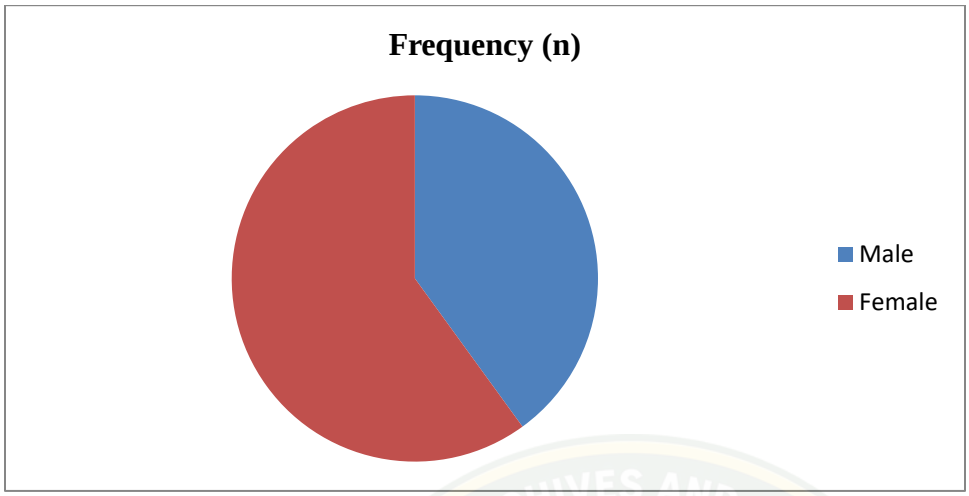
In this study, demographic information was collected to describe the characteristics of the respondents who participated in the research. The information included respondents' age, gender, and level of education. These characteristics were important because they enabled the researcher to understand the background of the participants and assess their ability to provide reliable information regarding strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library.

4.2.1 Gender of Respondents

The respondents were asked to indicate their gender. Information on the gender distribution of respondents was important to the researcher in order to understand the participation of different groups and ensure that the study considered views from both male and female respondents. Including both genders helped to minimize bias and provided diverse opinions regarding strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College. The details are presented in figure 4.1 below.

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Figure 4.1: Gender of Respondent (N=25)



Source: **Field Study (2026)**

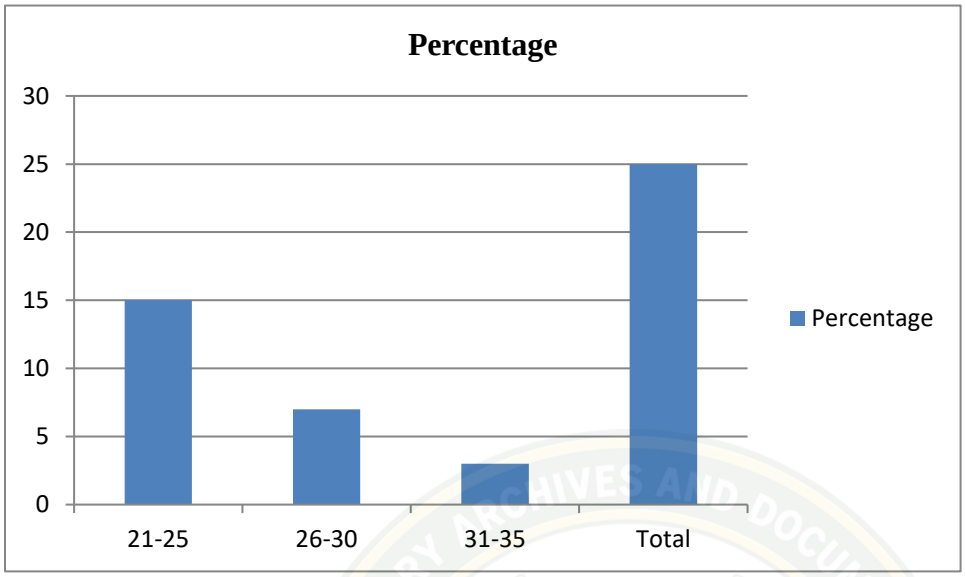
Figure 4.1 indicates that among the 25 respondents who participated in the study, 10 respondents (40%) were male, while 15 respondents (60%) were female. The findings show that female respondents formed the majority of the study participants. However, the researcher obtained responses from both male and female respondents, which helped to ensure a balanced representation of views and experiences. Their participation provided useful insights into the effectiveness of information access strategies and how these strategies influence user satisfaction at the ADEM College.

4.2.2 Distribution of Respondents by Age

The respondents were asked to indicate their age in order to determine their demographic characteristics and to establish whether they had sufficient experience to provide reliable information regarding information access strategies and user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library. The results are presented in Figure 4.2 below.

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Figure 4.2 Age of Respondents (N=25)



Sources: Field Data (2026)

Figure 4.1 shows that respondents were distributed across different age groups. The findings indicate that respondents aged 21–25 years accounted for 15, suggesting that a considerable proportion of library users were young adults who actively use library resources for academic purposes. Respondents aged 26–30 years constituted 7, indicating that this age group also formed an important segment of library users with adequate experience in accessing information resources.

Besides, respondents aged 31–35 years represented 3, implying that mature users also participated in the study and contributed valuable views based on their experience with library services. Respondents aged 36 years and above accounted for ...%, indicating that experienced users, including lecturers and library staff where applicable, were also represented in the study.

The distribution of respondents across different age categories enabled the researcher to obtain views from participants with varying levels of academic and professional experience. This diversity strengthened the reliability of the findings because the study captured opinions from different age groups regarding the effectiveness of information access s

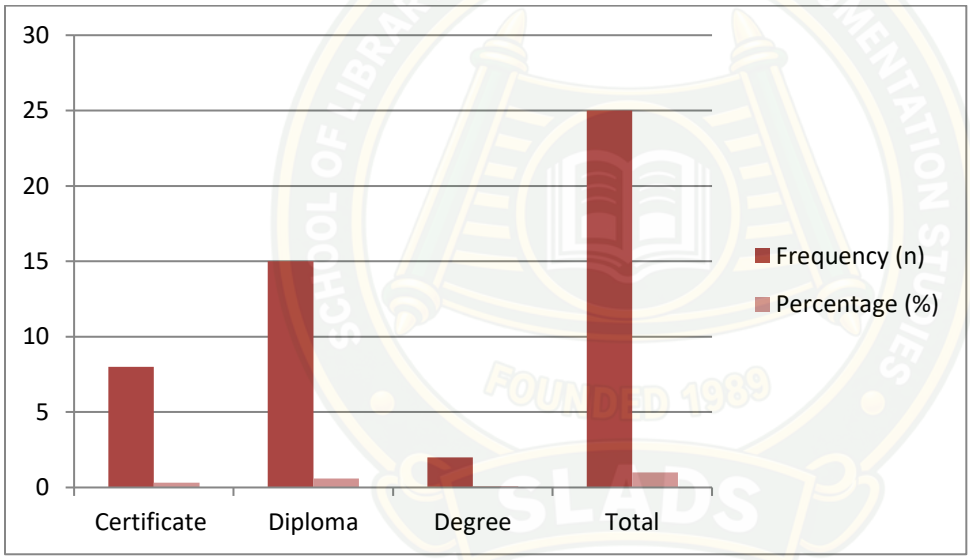
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4.2.3 Education Level of Respondents

The study examined the education level of respondents in order to understand their academic background and determine their ability to provide reliable information concerning strategies for effective information access and user satisfaction at the Agency for the Development of Educational Management (ADEM) College. Respondents were asked to indicate their highest level of education to establish their participation based on educational attainment.

This information was important to the researcher because it helped to assess whether respondents had adequate knowledge and understanding of library services, information access strategies, and their experiences in using information resources provided by the ADEM College.

Figure 4.3: Education Level for respondents (N=25)



Source: **Field Study (2026)**

Figure 4.3 shows that 8 respondents (32%) had certificate level education, 15 respondents (60%) had diploma level education, while 2 respondents (8%) had bachelor degree level education. The findings indicate that the majority of respondents were diploma holders compared to other education levels represented in the study.

However, the researcher obtained information from respondents across all education categories, and all participants were considered capable of providing relevant and reliable information. Their educational backgrounds enabled them to understand and evaluate the effectiveness of information

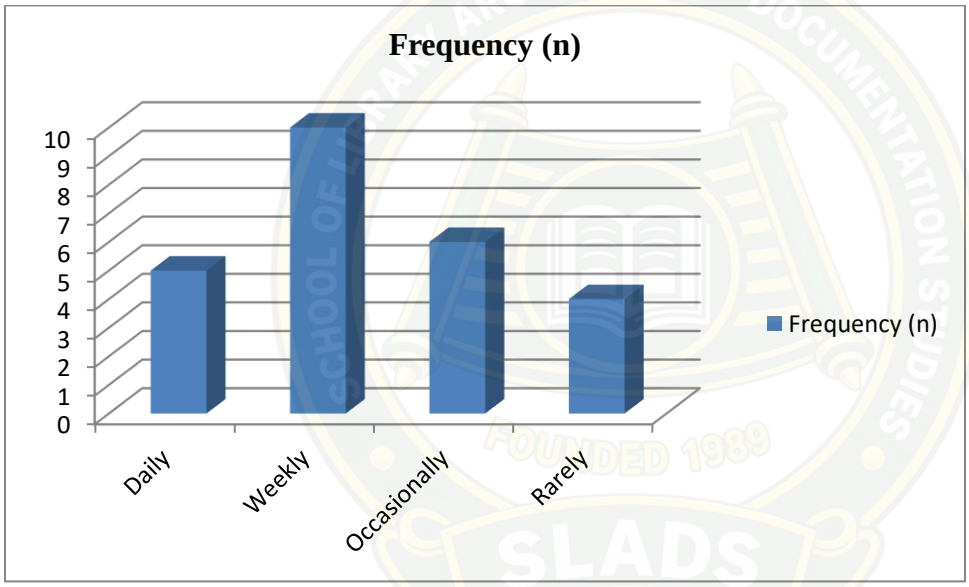
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access strategies and express their level of satisfaction with library services offered at ADEM College.

4.3 Frequency of Use of Library Resources

Respondents were asked to indicate how often they used library resources in order to determine the level of interaction with available information resources and understand how frequently the library supports their academic and information needs. The responses obtained from participants were recorded and analyzed, and the findings are presented in figure 4.2 below.

Figure 4.4: Frequency of Using Library Resources (N = 25)



Source: **Field Study (2026)**

The findings in figure 4.2 indicate that 5 respondents (20%) reported using library resources daily. This shows that a small proportion of users frequently depend on library resources for their academic activities, research, and information needs. The result suggests that daily users have a high level of interaction with library services and may rely on the library as a major source of academic information.

The findings further show that 10 respondents (40%) reported using library resources weekly. This was the highest percentage recorded in the study, indicating that the majority of users access library

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resources regularly. The finding implies that the library resources available at ADEM College are relevant and provide important support for teaching, learning, and research activities.

Also, 6 respondents (24%) indicated that they used library resources occasionally. This finding suggests that some users access library resources only when they have specific academic requirements, such as assignments, examinations, or research activities. The result may indicate that some users have alternative sources of information or may not fully depend on library resources for their daily academic needs.

The findings also reveal that 4 respondents (16%) rarely used library resources. Although this represented the smallest proportion of respondents, it indicates that some users have limited interaction with library services. This situation may be caused by factors such as limited awareness of available resources, challenges in accessing information, or preference for other sources such as internet search engines.

During data collection, respondents provided additional views regarding the importance of library resource usage. One library staff member stated:

> *"..Library resources are important because they provide organized and reliable information that supports students and lecturers in their academic activities."*

Another staff member added:

> *"..Creating more awareness and improving access methods can encourage users who rarely visit the library to make better use of available resources."*

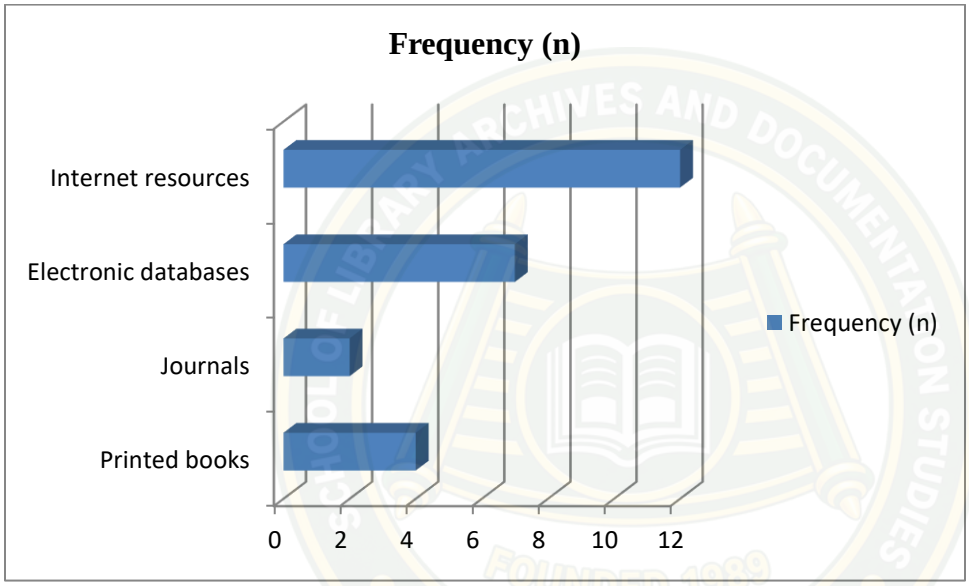
Normally, the findings indicate that most users accessed library resources regularly, with weekly usage being the dominant response. This shows that the library plays an important role in supporting users' information needs. However, efforts such as improving awareness programmes, strengthening information access strategies, and enhancing user support services are necessary to increase the frequency of library resource utilization among less frequent users.

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4.4 Most Used Library Resources

Respondents were asked to indicate the type of library resources they used most frequently in order to identify users' preferred information sources and determine the contribution of different resources in meeting their academic and information needs at the Agency for the Development of Educational Management (ADEM) College Library. The responses obtained from respondents are presented in figure 4.5 below.

Figure 4.5: Most Used Library Resources (N = 25)



Source: **Field Study (2026)**

The findings in figure 4.5 indicate that 4 respondents (16%) reported that printed books were the resources they used most frequently. This finding shows that printed materials continue to play an important role in supporting users' information needs. However, the relatively lower percentage compared with other resources suggests that some users may be shifting towards digital sources because of their convenience, speed, and accessibility.

The results further show that 2 respondents (8%) identified journals as the most used library resource. This was the lowest percentage recorded in the study, indicating that journals were less frequently utilized compared to other available resources. Despite the low usage level, journals remain important sources of current academic and research information, especially for users who require scholarly materials for assignments and research activities.

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Still, 7 respondents (28%) reported that electronic databases were the resources they used most. This finding indicates that electronic databases have become an important source of information among users due to their ability to provide access to a wide range of academic materials. The result suggests that users recognize the value of digital resources in supporting effective information access.

The findings also reveal that 12 respondents (48%) identified internet resources as the most frequently used source of information. This was the highest percentage recorded in the study, showing that many users prefer online resources because they provide quick access to a large amount of information and can be accessed beyond the physical library environment. The high preference for internet resources may also reflect the increasing influence of digital technology in academic information seeking. During data collection, some views were provided regarding the use of library resources. One library staff member stated:

> *"..Users are increasingly interested in online resources because they allow them to access information quickly and conveniently."*

Another staff member explained:

> *"..Although printed books are still important, improving electronic resource access can help more users obtain the information they need."*

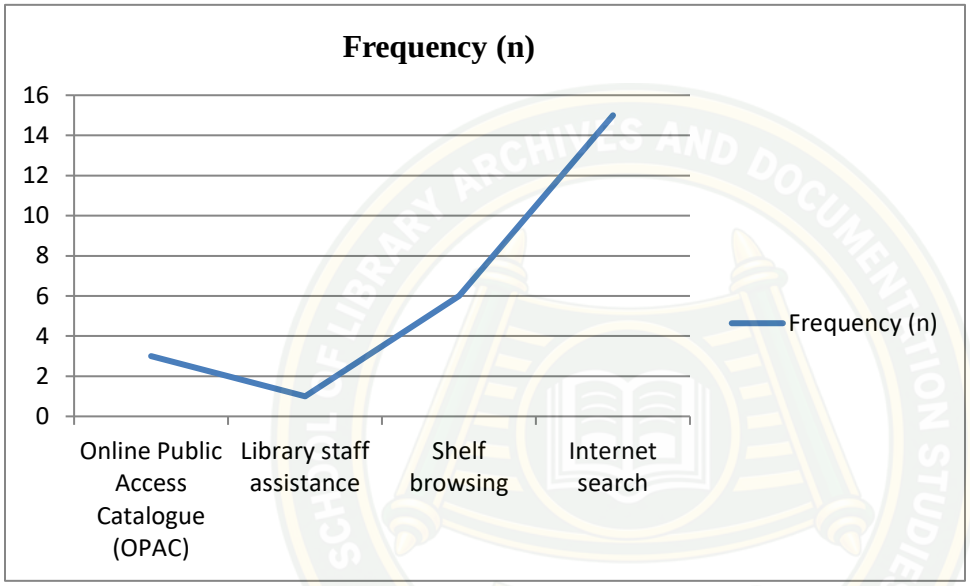
Frequently, the findings indicate that digital-based resources, particularly internet resources and electronic databases, were more preferred compared to printed materials. This implies that effective information access strategies should focus on strengthening electronic resource availability, improving ICT facilities, and creating more awareness among users on how to utilize available digital information resources. These improvements may contribute to increased user satisfaction with library services at ADEM College Library.

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4.5 Tools Used to Locate Information Resources

This section presents findings on the tools used to locate information resources in the library. The information was important in identifying the methods used by users when searching for information and understanding the effectiveness of available access tools in facilitating information retrieval.

Figure 4.6: Tools Used to Locate Information Resources (N = 25)



Source: **Field Study (2026)**

The findings in figure 4.6 indicate that 3 respondents (12%) used the Online Public Access Catalogue (OPAC) to locate information resources in the library. This shows that a small number of users utilize the catalogue system, which may suggest limited awareness or less preference for using OPAC compared to other search methods.

The results further show that 1 respondent (4%) relied on library staff assistance when locating information. This was the lowest percentage recorded, indicating that most users prefer independent searching methods rather than depending on direct assistance from library personnel. Moreover, 6 respondents (24%) reported using shelf browsing to locate information materials. This implies that some users prefer physically searching through available collections, especially when they are familiar with the arrangement of library materials.

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The findings also reveal that 15 respondents (60%) used internet search as the main tool for locating information. This was the highest percentage, indicating that users highly depend on online searching methods because they provide quick access to a wide range of information sources.

During the study, some views were provided regarding information searching methods. One respondent stated:

> *"..Using online search methods make it easier to find information quickly without spending much time searching manually."*

Another respondent simplified:

> *"..The catalogue system is useful, but more guidance and awareness are needed so that users can understand how to use it effectively."*

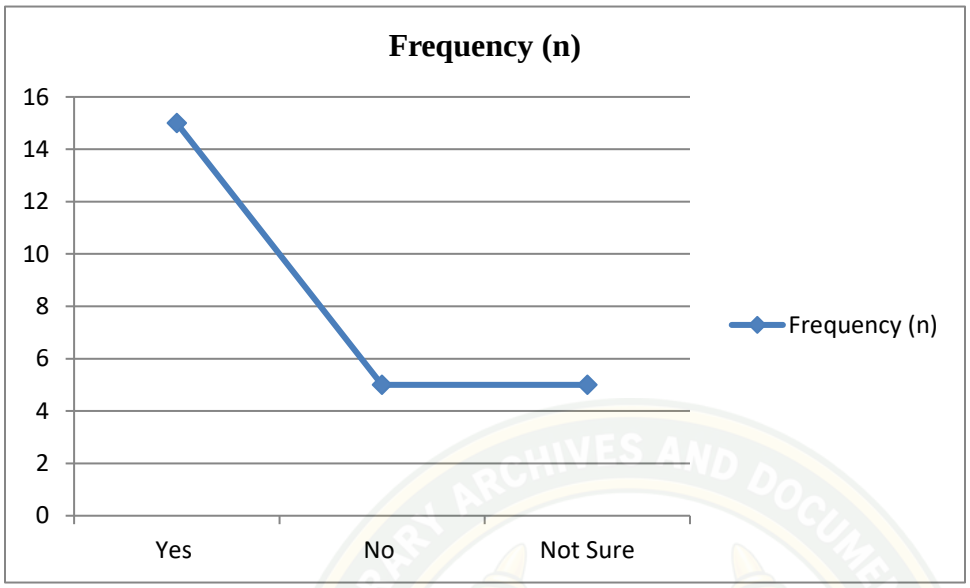
Overall, the findings indicate that internet search is the most commonly used method for locating information, while OPAC and library assistance are less utilized. This suggests the importance of strengthening user awareness and training on available library information access tools to improve effective information retrieval.

4.6 Availability of Library Orientation and Training

This section presents findings on the availability of orientation and training programs that guide users on how to access information resources. The information was important in determining whether users receive adequate support and guidance on how to effectively utilize available library resources and services.

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Figure 4.7: Availability of Library Orientation and Training (N = 25)



Source: **Field Study (2026)**

The findings in figure 4.7 indicate that 15 respondents (60%) confirmed that the library provides orientation or training on how to access information resources. This was the highest percentage, showing that the majority of users are aware of the guidance provided by the library. The availability of orientation programs helps users understand different information access methods and improves their ability to utilize library resources effectively.

The results further show that 5 respondents (20%) indicated that the library does not provide orientation or training. This suggests that some users may not have received such services or may have limited awareness of available training opportunities. This finding highlights the need for continuous promotion and expansion of user education programs.

Also, 5 respondents (20%) were not sure whether the library provides orientation or training. This indicates that some users may lack sufficient information about library programs and services. Increasing communication and awareness campaigns could help ensure that more users understand and participate in available orientation activities. During data collection, some views were provided regarding library orientation and training. One respondent stated:

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"..Orientation helps new users understand how to search and access different information resources available in the library."

Another staff commented:

"..More training sessions should be conducted regularly because some users are not familiar with all available library resources."

The findings show that orientation and training services are available; however, there is a need to strengthen awareness and ensure that all users benefit from these programs.

4.7 Users' Satisfaction with Library Services

This section presents findings on users' satisfaction with various library services provided by the Agency for the Development of Educational Management (ADEM) College Library. The objective was to assess the level of satisfaction with the availability of library materials, assistance provided by library staff, and the availability of computers and ICT facilities. Understanding users' satisfaction with these services was important in evaluating the effectiveness of information access strategies and identifying areas requiring improvement. The findings are presented fewer than three subsections.

Table 4.1: Users' Satisfaction (N = 25)

Users' Satisfaction	**VS**		**S**		**N**		**D**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Users' Satisfaction with Availability of Library Materials	14	56	6	24	1	4	4	16
Users' Satisfaction with Assistance Provided by Library Staff	2	8	4	16	7	28	12	48
Users' Satisfaction with Availability of Computers and ICT Facilities	5	20	2	8	10	40	8	32

Source: **Field Study (2026)**

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4.7.1 Users' Satisfaction with Availability of Library Materials

This section presents findings on users' satisfaction with the availability of library materials at the Agency for the Development of Educational Management (ADEM) College Library. The objective of this assessment was to determine the extent to which the available library materials meet users' academic and information needs and to examine the level of satisfaction among users regarding the resources provided by the library. Understanding users' satisfaction was important because it helps to evaluate the effectiveness of information access strategies and identify areas that require improvement to enhance library services.

The findings in Table 4.1 above indicate that 14 respondents (56%) were very satisfied with the availability of library materials. This represents the highest percentage, showing that more than half of the users considered the available materials sufficient to support their academic and information requirements.

The results further show that 6 respondents (24%) were satisfied with the availability of library materials. This indicates that a considerable number of users had a positive perception of the resources provided, although they may have identified some areas that could be improved to better meet their information needs.

Moreover, 1 respondent (4%) was neutral regarding the availability of library materials. This small percentage suggests that only a few users had no strong opinion, possibly because their experience with library resources was limited or they had not used a wide range of available materials. The findings also reveal that 4 respondents (16%) were dissatisfied with the availability of library materials. Although this represents a smaller proportion, it indicates that some users experience challenges related to access, adequacy, or availability of required information materials. A respondent noted:

> *"..The library provides useful materials, but additional updated resources would help users access more current information."*

Another staff clarified:

> *"..Having enough information materials makes it easier to complete academic tasks and conduct research effectively."*

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The findings indicate that the majority of users were satisfied with the availability of library materials. However, continuous improvement and updating of resources are important to ensure that the information needs of all users are adequately addressed.

4.7.2 Users' Satisfaction with Assistance Provided by Library Staff

This section presents findings on users' satisfaction with the assistance provided when seeking support from library staff. The information was important in assessing the effectiveness of user support services and understanding how assistance provided contributes to users' experiences when accessing information resources.

The findings in Table 4.1 above indicate that 2 respondents (8%) were very satisfied with the assistance provided by library staff. This represents the smallest percentage, suggesting that only a few users experienced a high level of satisfaction with the support services provided.

The results further show that 4 respondents (16%) were satisfied with the assistance received. This indicates that some users had positive experiences; however, the percentage suggests that improvements may be required to ensure that more users receive effective support when accessing information resources.

Similarly, 7 respondents (28%) were neutral regarding the assistance provided by library staff. This implies that some users did not have strong opinions, which may be due to limited interaction with library staff or differences in their experiences when seeking assistance.

The findings also reveal that 12 respondents (48%) were dissatisfied with the assistance provided. This was the highest percentage recorded, indicating that many users experienced challenges related to the support services offered. The finding suggests the need to improve user assistance through better communication, availability of support, and continuous improvement of customer service practices. During data collection, some views were provided regarding assistance services. One staff specified that:

> *"..Sometimes it is difficult to get immediate help when searching for information materials in the library."*

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Another staff commented:

> *"..Providing more guidance on how to use library services would improve users' ability to access information effectively."*

Mostly, the findings indicate that satisfaction with library staff assistance is relatively low, with a higher proportion of users expressing dissatisfaction. Therefore, improving user support services and strengthening guidance on information access procedures may contribute to increased user satisfaction.

4.7.3 Users' Satisfaction with Availability of Computers and ICT Facilities

This section presents findings on users' satisfaction with the availability of computers and ICT facilities in the library. The information was important in assessing whether the available technological facilities support effective access to electronic information resources and meet users' academic and information needs.

The findings in Table 4.8 indicate that 5 respondents (20%) were very satisfied with the availability of computers and ICT facilities in the library. This shows that some users considered the available facilities adequate and useful in supporting access to digital information resources.

The results further show that 2 respondents (8%) were satisfied with the availability of computers and ICT facilities. This was the lowest percentage among the positive responses, indicating that only a small number of users had a satisfactory experience with the existing ICT facilities.

Moreover, 10 respondents (40%) were neutral regarding the availability of computers and ICT facilities. This was the highest percentage recorded, suggesting that many users did not have a strong opinion about the facilities, possibly due to limited use, insufficient interaction with the services, or uncertainty about their availability and effectiveness.

The findings also reveal that 8 respondents (32%) were dissatisfied with the availability of computers and ICT facilities. This indicates that a considerable number of users experienced

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challenges related to ICT facilities, which may affect their ability to access electronic resources effectively.

During interview, respondents were provided regarding ICT facilities. One staff stated:

> *"..Limited access to computers can make it difficult for users who need electronic resources and online information services."*

Another staff explained:

> *"..Improving ICT facilities and increasing the number of available computers would help users access information more easily."*

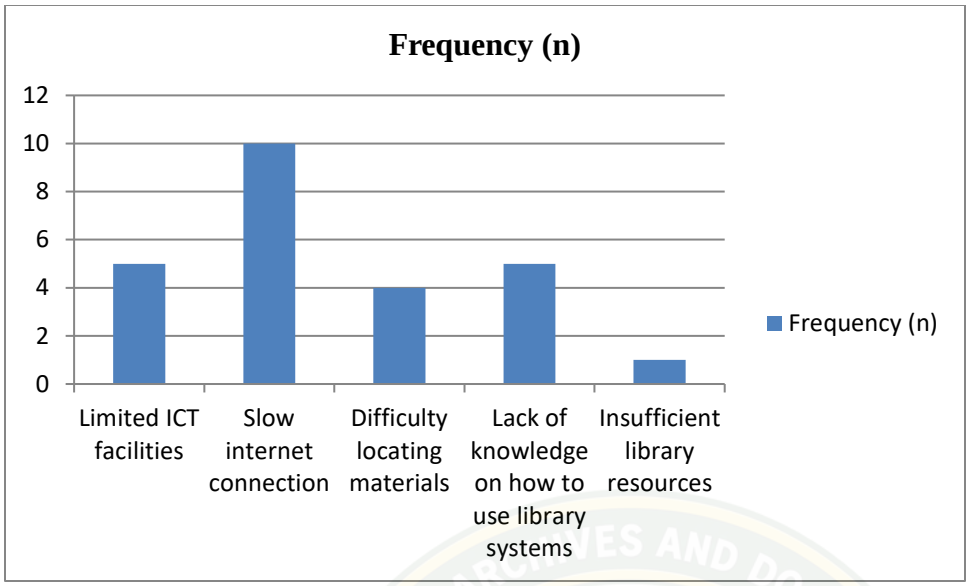
Commonly, the findings indicate that satisfaction with computers and ICT facilities is moderate, with many users either neutral or dissatisfied. This suggests the need for improvement and expansion of ICT facilities to enhance effective information access and increase user satisfaction.

4.8 Challenges Faced When Accessing Information Resources

Respondents were asked to identify the challenges they faced when accessing information resources at the Agency for the Development of Educational Management (ADEM) College Library. The objective of this question was to determine the barriers affecting effective information access and identify areas that require improvement in order to enhance users' experiences and satisfaction with library services. The responses obtained from respondents are presented in figure 4.8 below

Figure 4.8: Challenges Faced When Accessing Information Resources (N = 25)

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Source: **Field Study (2026)**

The findings in figure 4.8 indicate that 5 respondents (20%) identified limited ICT facilities as one of the challenges affecting access to information resources. This finding suggests that inadequate availability of computers and other technological facilities may limit users' ability to access electronic resources and online information services effectively. The result indicates the importance of strengthening ICT infrastructure to support modern information access methods.

The results further show that 10 respondents (40%) reported slow internet connection as the major challenge experienced when accessing information resources. This was the highest percentage recorded in the study, indicating that internet connectivity is a significant factor affecting users' ability to retrieve online resources efficiently. The finding implies that although electronic resources are available, poor internet performance may reduce their usefulness and affect users' satisfaction with library services.

Furthermore, 4 respondents (16%) indicated that difficulty locating materials was a challenge when accessing information resources. This finding suggests that some users experience difficulties in identifying and retrieving required materials from the library. The challenge may be associated with limited knowledge of information searching techniques, inadequate orientation on library systems, or difficulties in navigating available resources.

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The findings also reveal that 5 respondents (20%) faced challenges due to lack of knowledge on how to use library systems. This indicates that some users require additional guidance and training on the use of library technologies, catalogues, and electronic information access tools. Providing regular user education programmes could improve users' confidence and ability to access information resources independently.

Likewise, 1 respondent (4%) identified insufficient library resources as a challenge. This was the lowest percentage recorded, indicating that the availability of library materials was not a major concern among most users. However, continuous improvement and updating of library collections remain important to ensure that users have access to relevant and adequate information resources. During data collection, respondents provided additional views regarding challenges affecting information access. One library staff member stated:

> *"..Slow internet connection makes it difficult for users to access online resources, especially when they need information for academic purposes."*

Another staff member explained:

> *"..Providing more training on how to use library systems can help users search and locate information materials more effectively."*

Mostly, the findings indicate that slow internet connection was the main challenge affecting effective information access, followed by limited ICT facilities and lack of knowledge on using library systems. This suggests that improving internet services, increasing ICT facilities, and strengthening user training programmes are necessary measures for enhancing information accessibility and increasing user satisfaction with library services at ADEM College Library.

4.9 Frequency of Challenges Affecting Information Access

This section presents findings on the frequency at which challenges experienced in the library affect users' ability to access information resources. The information was important in determining

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the extent to which existing barriers influence information accessibility and users' experiences when seeking required information.

Table 4.10: Frequency of Challenges Affecting Information Access (N = 25)

Frequency of Challenges	Frequency (n)	Percentage (%)
Always	10	40%
Sometimes	2	8%
Rarely	5	20%
Never	8	32%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.10 indicate that 10 respondents (40%) reported that challenges always affect their ability to access information. This was the highest percentage recorded, showing that a large number of users frequently experience barriers that interfere with effective information access.

The results further show that 2 respondents (8%) indicated that challenges sometimes affect their ability to access information. This represents the lowest percentage, suggesting that only a few users experience occasional difficulties depending on the type of information required or the situation faced.

Another, 5 respondents (20%) reported that challenges rarely affect their ability to access information. This implies that some users are able to access information with minimal difficulties, possibly due to familiarity with library services and available information access methods.

The findings also reveal that 8 respondents (32%) stated that challenges never affect their ability to access information. This indicates that a considerable number of users experience smooth access to library information resources and services without major barriers.

During data collection, some views were provided regarding the effect of challenges on information access. One staff noted:

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> *"..When internet or technological services are not working well, it becomes difficult to obtain the required information on time."*

Another staff specified:

> *"..Having proper guidance and reliable services helps users access information without facing many difficulties."*

Mostly, the findings indicate that challenges affect information access for many users, with 40% experiencing them always. This highlights the need for improving library facilities, internet services, and user support programs to ensure more effective and reliable access to information resources.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the key findings of the study on the assessment of strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library. It provides conclusions based on the research findings and presents recommendations aimed at improving information access strategies and enhancing user satisfaction with library services. In addition, the chapter highlights areas for further research to improve understanding of information access and user satisfaction in academic libraries.

5.1 Summary of Findings

The study aimed to assess strategies for effective information access and their influence on user satisfaction at the Agency for the Development of Educational Management (ADEM) College Library. The study focused on areas including the frequency of using library resources, preferred information resources, tools used to locate information, library orientation and training, satisfaction with library materials, ICT facilities, staff assistance, and challenges affecting information access.

Based on data collected from 25 respondents, the study presents the following key findings:

1. Frequency of Using Library Resources:

The findings revealed that 40% of respondents used library resources weekly, 20% used them daily, 24% used them occasionally, while 16% rarely used library resources. This indicates that the majority of users access library resources regularly, showing the importance of library services in supporting academic and information needs.

2. Most Used Library Resources:

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The study found that 48% of respondents mostly used internet resources, 28% used electronic databases, 16% preferred printed books, and 8% used journals. This indicates that users increasingly depend on digital information sources due to their convenience and accessibility.

3. Tools Used to Locate Information Resources:

The findings showed that 60% of respondents used internet searches to locate information, 24% used shelf browsing, 12% used the Online Public Access Catalogue (OPAC), and 4% relied on library staff assistance. This suggests that online searching is the most common method used for information retrieval, while some library-based tools require more promotion and user awareness.

4. Availability of Library Orientation and Training:

The findings indicated that 60% of respondents confirmed that the library provides orientation or training on accessing information resources, while 20% indicated no and 20% were not sure. This shows that orientation programs exist, but more efforts are needed to ensure all users are aware of and benefit from them.

5. Satisfaction with Availability of Library Materials:

The study revealed that 56% of respondents were very satisfied with the availability of library materials, 24% were satisfied, 4% were neutral, and 16% were dissatisfied. This indicates that most users have a positive perception of the available materials, although continuous improvement and updating of resources remain necessary.

6. Satisfaction with Assistance Provided by Library Staff:

The findings showed that 48% of respondents were dissatisfied with assistance provided by library staff, 28% were neutral, 16% were satisfied, and 8% were very satisfied. This indicates that user support services require improvement to provide more effective guidance during information searching and access.

7. Satisfaction with Computers and ICT Facilities:

The study found that 40% of respondents were neutral about the availability of rcomputers and ICT facilities, 32% were dissatisfied, 20% were very satisfied, and 8% were satisfied. This

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suggests that ICT facilities require improvement to support effective access to electronic information resources.

8. Challenges Affecting Information Access:

The findings revealed that slow internet connection was the major challenge reported by 40% of respondents, followed by limited ICT facilities and lack of knowledge on using library systems at 20% each. Difficulty locating materials accounted for 16%, while insufficient library resources accounted for 4%. This indicates that technological challenges remain major barriers to effective information access.

9. Frequency of Challenges Affecting Information Access:

The study showed that 40% of respondents experienced challenges always, 32% never experienced challenges, 20% experienced them rarely, and 8% experienced them sometimes. This indicates that challenges affect a significant number of users and may influence their level of satisfaction with library services.

5.2 Conclusion

The findings of this study indicate that effective information access strategies have a significant influence on user satisfaction at the ADEM College Library. The library provides various information resources, including printed materials, electronic databases, and internet-based resources, which support users' academic and information needs.

The study concludes that although users generally appreciate the availability of library materials, several challenges affect effective access to information. These challenges include slow internet connection, limited ICT facilities, inadequate knowledge of using library systems, and dissatisfaction with assistance provided during information searching.

Therefore, while the library has established strategies to support information access, further improvements are required in ICT infrastructure, user training, information searching guidance, and user support services to enhance accessibility and increase satisfaction among library users.

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5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

• Improve ICT Facilities:

The library should increase the number of computers and improve technological infrastructure to support effective access to electronic information resources.

• Strengthen Internet Services:

Reliable and faster internet connectivity should be provided to enable users to access online resources efficiently.

• Conduct Regular User Orientation and Training:

The library should provide continuous training on information searching skills, OPAC usage, electronic databases, and other available information access tools.

• Improve User Support Services:

Library support services should be strengthened by ensuring users receive adequate guidance and assistance when searching for information resources.

• Promote Awareness of Available Resources:

The library should increase awareness campaigns to encourage users to utilize available resources, especially electronic databases and library search tools.

• Update and Expand Library Collections:

The library should continue improving its collection by acquiring current and relevant information materials to meet users' changing information needs.

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5.4 Suggestions for Further Research

Further studies are recommended in the following areas:

1. The impact of electronic library resources on students' academic performance in higher learning institutions.
2. Challenges affecting the adoption and use of digital library services in academic libraries.
3. The role of information literacy training in improving users' ability to access library resources.
4. Assessment of the relationship between library service quality and user satisfaction in academic institutions.
5. The influence of ICT infrastructure on effective information access in college and university libraries.

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APPENDIX I: RESEARCH QUESTIONNAIRE

Dear respondents,

I am **Sadah Mbegani** a student of SLADS pursuing Diploma in Library, Records and Information Management. Currently I am conducting a research project titled "***Assessment of the Strategies for Effective Information Access and User Satisfaction*** at the Agency for the Development of Educational Management College Library***".***

I will highly appreciate your cooperation in filling this questionnaire, which will take not more than 20 minutes. All information provided was be kept confidential and only used for the purpose of the study.

(Tick the appropriate answer where necessary)

Section A: Demographic Information

1. Gender
a) Male ( )
b) Female ( )

2. Age Group
a) 18–30 years ( )
b) 31–40 years ( )
c) 41–50 years ( )
d) Above 50 years ( )

3. Education Level
a) Certificate ( )
b) Diploma ( )
c) Degree ( )
d) Postgraduate ( )

4. Position in the Organization
a) Library officer ( )
b) Student ( )
c) Administrative staff ( )
d) Departmental officer ( )

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4. How long have you been using the college library?
    a. Less than 1 year
    b. 1 – 2 years
    c. 3 – 4 years
    d. More than 4 years
5. How often do you use the library resources?
    a. Daily
    b. Weekly
    c. Occasionally
    d. Rarely
6. Which of the following library resources do you use most?
    a. Printed books
    b. Journals
    c. Electronic databases
    d. Internet resources
7. Which tools do you normally use to locate information in the library?
    a. Online Public Access Catalogue (OPAC)
    b. Library staff assistance
    c. Shelf browsing
    d. Internet search
8. Does the library provide orientation or training on how to access information resources?
    a. Yes
    b. No
    c. Not sure
10. How satisfied are you with the availability of library materials?
    a. Very satisfied
    b. Satisfied
    c. Neutral
    d. Dissatisfied
11. How satisfied are you with the assistance provided by library staff?
    a. Very satisfied

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b. Satisfied
c. Neutral
d. Dissatisfied

12. How satisfied are you with the availability of computers and ICT facilities in the library?
    a. Very satisfied
    b. Satisfied
    c. Neutral
    d. Dissatisfied

14. What challenges do you face when accessing information in the library? (Tick all that apply)
    a. Limited ICT facilities
    b. Slow internet connection
    c. Difficulty locating materials
    d. Lack of knowledge on how to use library systems
    e. Insufficient library resources

15. How often do these challenges affect your ability to access information?
    a. Always
    b. Sometimes
    c. Rarely
    d. Never

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APPENDIX II: INTERVIEW GUIDE

(For Library Officers / Key Informants)

1. How often do users access library resources at the ADEM College?
2. Which library resources are most frequently used by users at the ADEM College Library?
3. Which tools do users normally use to locate information in the ADEM College Library?
4. Does the ADEM College Library provide orientation or training on how to access information resources?
5. What is the level of user satisfaction with the availability of library materials at the ADEM College?
6. What is the level of user satisfaction with the assistance provided by library staff at the ADEM College?
7. What challenges do users face when accessing information at the ADEM College?
8. How often do the identified challenges affect users' ability to access information at the ADEM College?

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APPENDIX III

REAEARCH WORK PLAN/ SCHEDULE TIME FRAME

The research was be conducted for the period of six (6) weeks as follow

ACTIVITIES PROGRAM	**1ST WEEK**	**2ND WEEK**	**3RD WEEK**	**4TH WEEK**	**5TH WEEK**	**6TH WEEK**
Reporting at the working place						
Familiarization and distribution of questionnaire						
Interview Schedules						
Collection of data and compilation						
Data analysis and presentation						
First draft proof reading and final report submission						

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APPENDIX IV

BUDGET

The study was require money in order to achieve the goals for data collection. It includes stationery, transport expenses as well as daily expenses for researcher survival. The expenditure was be as the follow:

S/N	Item	Quantity	Cost
1	Pens	1box	8,000/=
2	Papers	1ream @ 15000	15,000/=
3	Questionnaire and interviews questions preparation	50 copies @ 200	10,000/=
4	Typing and printing proposal		45,000/=
6	Meals	45 days @ 5000	225,000/=
	TOTAL		**338,000/=**

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APPENDIX V: INTRODUCTION LETTER

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT

In reply, please quote:

Ref. No. AB.112/267/01A/219 **18th March, 2026**

Academic Officer,
School of Library Archives and Documentation Studies,
(SLADS),
P. O. Box 227,
BAGAMOYO.

Re: PERMISSION TO COLLECT DATA FOR THE STUDENT SADA H. MBEGANI FROM 18TH TO 25TH MAY, 2026

Please refer to the above heading and your letter with **Ref. No. DA.201/457/VOL/1/20** dated **2nd March, 2026.**

2. Agency for the Development of Educational Management (ADEM) was inaugurated in 2001 under the Executive Agencies Act, Cap.245 of 1997. ADEM is mandated to conduct Training, Research and Consultancy Services in Education Management, Leadership and Administration to all serving and prospective Education Managers and Administrators in Tanzania.

3. This letter is intended to inform you that **Sada H. Mbegani** have been granted permission to collect data as from **18th to 25th May, 2026.**

Thanks for your continuing cooperation.

Dr. Emmanuel S. Mollel
For CHIEF EXECUTIVE

For: CHIEF EXECUTIVE
AGENCY FOR THE DEVELOPMENT OF
EDUCATIONAL MANAGEMENT (ADEM)
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